



# IMPORTANT ASPECTS OF THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS BASED ON THE CONTEXTUAL-EMPIRICAL APPROACH

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## ABSTRACT

*This article highlights the importance of motivation in the development of professional knowledge, skills and competencies of future teachers in the field of social and humanitarian sciences, the importance of providing motivation that incorporates the main elements such as solving problems for the development of this competence on the basis of an empirical approach, the processes, motives, and scientific opinions of pedagogues, psychologists, and researchers influencing the development of professional competence were analyzed.*

**KEY WORDS:** *professional competence, contextual-empirical approach, mathematical education, motivation, mathematics, professional competence, activity, consciousness, thinking, motive, anatomical-physiological characteristics.*

One of the goals and main tasks of teaching a number of academic subjects in our country is to develop professional competence in the subjects of the educational process through innovative methods and advanced pedagogical technologies. One of the main tasks facing the teacher is to develop the motivation and abilities of future teachers at a high level in the pedagogical process. From this point of view, Ch. Abdurakhmonova's opinion is appropriate. "It is known from pedagogical experience that the work of a pedagogue is a unique complex process, which requires a teacher not only to have higher education, but also to have sufficient professional training, knowledge, skills and qualifications in the field of pedagogical and professional training, as well as requires some experience. The process of implementation of the most basic and important functions of teachers in the educational process is the implementation of several tasks, that is, the creation of necessary conditions for the subjects of the pedagogical process, the organization, coordination, control, analysis and evaluation of their activities, as well as the implementation of a number of tasks, such as arming with new pedagogical and information technologies"[1]. In fact, it is desirable for the teacher to create pedagogical knowledge along with the necessary conditions for his students studying at a higher educational institution, and to carry out

systematic work on the development of professional competence based on a contextual-empirical approach.

Professor N.A. Muslimov commented on the structure of the future teacher's preparation for professional activity, distinguishing this process as motivational, knowledge-oriented, operational-behavioral, emotional-volitional and evaluation components[4]. It is important to note that motivation is distinguished by its importance in the professional activity of a future teacher. At the same time, we consider the teaching process based on the context-empirical approach to be an organizational process that involves designing the subjective-activity of the educational process using the professional context and actively changing the subjective experience of the student into stable mental processes (internalization of the activity).

The context-empirical approach relies on the following system of requirements:

- Availability of educational information for use;
- Regularity and consistency of teaching;
- Activity and awareness of students;
- To increase interaction between teachers and students taking into account individual psychological characteristics;
- Generalization of educational material;



- Introduction of theoretical knowledge into the structure of professional activity.

*The goal defines the tasks of mathematical education of students studying in humanities:*

1. Formation of value attitude to science and scientific knowledge.
2. Formation of a system of knowledge and skills related to the presentation of information using mathematical tools.
3. Actualization of interdisciplinary knowledge that helps to understand the characteristics of information presentation and processing with the help of mathematics.
4. Getting to know the main mathematical models and the specific tasks of their use in the relevant field of science.
5. Formation of a system of mathematical knowledge and skills necessary for understanding the basics of the process of mathematical modeling and statistical processing of information in the professional field.
6. To activate the educational and cognitive activity of students and to provide conditions for the formation of mathematical activity experience in the process of solving practical tasks specific to the field of their professional activity.
7. Stimulate independent activity in mastering the content of science and forming the necessary competencies.
8. To develop the ability to find one's own way to study the available information-database.

Teaching general scientific methods of knowing the surrounding world. The analysis of the tasks listed above made it possible to distinguish the requirements for the preparation of a humanitarian specialist in mathematics in the form of micro-goals.

In psychology, motivation is considered as a means of regulating human behavior and activity. In general, a motive is a psychological component that motivates a person to perform certain actions and behaviors.

B.I. Dodonov studied the structure of motivation and distinguished its 4 components:

- 1) "enjoying the activity itself;
- 2) The importance of its direct result for a person;
- 3) "Stimulating" power of reward for activity;
- 4) Creating strategies that ensure self-management as a person" [2].

Motivation to study is a special form of motivation that is included in the learning process. When

analyzing the problems of formation of motivation for educational activities, it is necessary to take into account the overall structure of the student's motivational field and determine the main motivational tool. A.K. Markova, while studying the motivational field of a person, notes the gradual nature of its structure and distinguishes the following components: "the need for education, its meaning, motivation for education, purpose, emotions, attitude and interest" [3]. It includes goals and needs in the development of human motivational structure. It is important to note that intellectual-cognitive motivations are important for high-quality learning activities. They mean that they seek to acquire and assimilate systematic, in-depth knowledge and apply it in practice. As a result of the influence of such motives, future teachers perceive and learn educational information with interest and passion. On the basis of acquired information and information, initiative and competition increase to a certain extent.

"Formation of motivation", writes A.K. Markova, is not setting ready motives and goals in the minds of students, but the desired motives and goals are the conditions for starting the activity that is formed and develops in the context of the previous experience, individuality, inner aspirations of the teacher and it means setting up situations" [3]. Motivation appears at the heart of a certain goal, and it finds its expression in such experiences as encouraging, interesting, giving emotion to the future teacher.

Therefore, in the development of professional competence of future teachers, it is necessary to always take into account their interests and aspirations.

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